Curriculum overview document_ Key Stage 4

Key Stage 4 curriculum vision

Graphic Communication is the creation of visual material to convey information, ideas, and emotions using key elements like typography, symbols, diagrams, photos, maps, and drawings and other creative assets. The course bridges traditional skills (hand-lettering, calligraphy, watercolour, sketching) with digital platforms in the Adobe Suite, exploring the balance between physical and digital media and how they can be combined to produce professional outcomes with real world value.

Assessment Objectives

AO1 Critical Understanding

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Investigate the work of other artists, craftspeople and designers as well as other sources and use research to develop a range of ideas.
- Document judgements and opinions about the work of others.
- Develop ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of sources and their relevance to ideas.

AO2 Creative Making

- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Explore and refine ideas throughout each stage of development.
- Select and experiment with a variety of materials and processes in order to progress work.
- Skilfully and safely handle materials and processes to produce quality outcomes.
- Review work to improve quality as it progresses.

AO3 Reflective Recording

- Record ideas, observations and insights relevant to intentions as work progresses.
- Use suitable and varied methods to record ideas, observations and experiences, from first hand and secondary sources.
- Demonstrate research and enquiry relevant to personal intentions.
- Organise and clearly convey ideas as they have developed from research, reflecting on work as it has progressed.

AO4 Personal Presentation

- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- Present your own, imaginative ideas and outcomes.
- Demonstrate the processes through which outcomes have been created.
- Make clear connections between the various parts of research, ideas, developments and outcomes, including that of other artists, craftspeople and designers; so that it is meaningful and in a sequence that can be easily followed.
- Think carefully about the final selection and method of presentation of work.

Project 1 NEA (September - April Y10)

A Night at the Movies allows students to research existing movie posters, branding and associated graphics along with investigating the work of existing designers. The students combine iconic movie imagery with a variety of artistic styles to create new promotional graphics work for movies of their choice. Students often combine the styles of different artistic influences to conceptualise new ideas and outcomes. Student outcomes include posters, tickets, memorabilia and more.

Topic Title	A Night at the Movies
Pupils will know	- Pupils will know core graphic analysis principles enabling them to analyse existing art work and artists using key terminology such as colour, tone, pattern, layout, scale, typography and so on - Pupils will know a range of existing designers and their work, background and philosophy - Pupils will know the importance of moodboarding and the impact this has on creative idea generation - Pupils will know creative strategies such as abstraction and conceptual combination to produce imaginative ideas - Pupils will know the design process through sketching and developing with physical and digital media - Pupils will know the importance of professional presentation in conveying their ideas to others - Pupils will know the rationale for reflecting and evaluating their work throughout projects and not just at the end documenting a clear design story
Pupils will know how to (procedural knowledge)	- Create detailed analysis of existing designers work to impact on ideas and imaginative outcomes - Recreate designers work using a range of physical and digital media - Create detailed moodboards analysing imagery and providing areas for further research to impact on ideas imaginative outcomes - Outline creative intentions and reflections as work progresses conveying the design journey - Create layout sketches for proposed ideas - Create imaginative and purposeful ideas for assets both physically and digitally - Critically reflect and develop ideas with the intention of making final outcomes - Present final outcomes professionally and manufacture any physical outcomes - Evaluate the project as an entire design journey with relevance to creative intentions and inspiration
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Knowledge of the creative design process and how each step in the process provides the platform for the next across research and investigation, recreations and idea generation, development and refinement, presentation and reflection and evaluation. Each AO is covered in each project and students build on their experiences in each product to develop higher outcomes.

Prior knowledge	At KS3 students have experienced all assessment objectives and core skills in terms of research and investigation, idea generation, development, presentation and reflection and evaluation but in a more prescriptive way. At GCSE and A-Level they then use these skills to produce autonomous projects which are directed and curated by their imagination applying the core skills and knowledge to present their vision and outcomes.
Future knowledge	Students will take core knowledge from all assessment objectives and continue to apply and develop this through each project and design journey to arrive at a variety of different outcomes inspired by new starting points and research and investigation.
Key vocabulary	Creativity - flair - originality - research - investigation - analysis - recreation - idea generation - development - presentation - reflection - evaluation - colour - tone - pattern - layout - scale - assets - typography

Project 2 NEA (May - December Y10/Y11)

Build a Brand enables students to create a brand of their choice ranging from chocolate to jewellery, fragrances or even clubs and services. Students begin by considering brands that they may wish to follow as a line of inquiry and form their creative intentions and project direction. From this students deeply analyse existing brands, artists and designers that can influence their thinking and moodboarding for relevant inspiration. Students generate brand names, logos, products, packaging, advertising and more to bring their brand to life.

Topic Title	Build a Brand
Pupils will know	- Pupils will know core graphic analysis principles enabling them to analyse existing brands, art work and artists using key terminology such as colour, tone, pattern, layout, scale, typography and so on - Pupils will know a range of existing designers and their work, background and philosophy - Pupils will know the importance of moodboarding and the impact this has on creative idea generation - Pupils will know creative strategies such as abstraction and conceptual combination to produce imaginative ideas - Pupils will know the design process through sketching and developing with physical and digital media - Pupils will know the importance of professional presentation in conveying their ideas to others - Pupils will know the rationale for reflecting and evaluating their work throughout projects and not just at the end documenting a clear design story
Pupils will know how to (procedural knowledge)	- Create detailed mindmaps and reflect on these to direct work - Create detailed moodboards analysing imagery and providing areas for further research to impact on ideas imaginative outcomes - Create detailed analysis of existing designers work to impact

	on ideas and imaginative outcomes - Recreate designers work using a range of physical and digital media - Outline creative intentions and reflections as work progresses conveying the design journey - Create layout sketches for proposed ideas - Create imaginative and purposeful ideas for assets both physically and digitally - Critically reflect and develop ideas with the intention of making final outcomes - Present final outcomes professionally and manufacture any physical outcomes - Evaluate the project as an entire design journey with relevance to creative intentions and inspiration
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Knowledge of the creative design process and how each step in the process provides the platform for the next across research and investigation, recreations and idea generation, development and refinement, presentation and reflection and evaluation.
Prior knowledge	Students have experienced all AOs in project 1 and continue to apply and build on these throughout each project.
Future knowledge	Students will take core knowledge from all assessment objectives and continue to apply and develop this through each project and design journey to arrive at a variety of different outcomes inspired by new starting points and research and investigation.
Key vocabulary	Creativity - flair - originality - research - investigation - analysis - recreation - idea generation - development - presentation - reflection - evaluation - colour - tone - pattern - layout - scale - assets - typography - branding - brand identity - consistency

Project 3 Externally Set (January - May Y11)

Students are provided with 15 briefs from the exam board and must select 1 as a line of inquiry and starting point. The students mindmap and moodboard initially to gain a written and visual understanding of their topic then begin to form their creative intentions and direction. Prior skills in research and investigation, idea generation, development and manufacture of outcomes are all applied to create an individual and authentic project.

Topic Title	Exam Project
Pupils will know	- Pupils will know core graphic analysis principles enabling them to analyse existing art work and artists using key terminology such as colour, tone, pattern, layout, scale, typography and so on - Pupils will know a range of existing designers and their work,

	background and philosophy - Pupils will know the importance of moodboarding and the impact this has on creative idea generation - Pupils will know creative strategies such as abstraction and conceptual combination to produce imaginative ideas - Pupils will know the design process through sketching and developing with physical and digital media - Pupils will know the importance of professional presentation in conveying their ideas to others - Pupils will know the rationale for reflecting and evaluating their work throughout projects and not just at the end documenting a clear design story
Pupils will know how to (procedural knowledge)	- Create detailed mindmaps and reflect on these to direct work - Create detailed moodboards analysing imagery and providing areas for further research to impact on ideas imaginative outcomes - Create detailed analysis of existing designers work to impact on ideas and imaginative outcomes - Recreate designers work using a range of physical and digital media - Outline creative intentions and reflections as work progresses conveying the design journey - Create layout sketches for proposed ideas - Create imaginative and purposeful ideas for assets both physically and digitally - Critically reflect and develop ideas with the intention of making final outcomes - Present final outcomes professionally and manufacture any physical outcomes - Evaluate the project as an entire design journey with relevance to creative intentions and inspiration
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Knowledge of the creative design process and how each step in the process provides the platform for the next across research and investigation, recreations and idea generation, development and refinement, presentation and reflection and evaluation.
Prior knowledge	Students have experienced all AOs in project 1 and 2 and continue to apply and build on these throughout each project.
Future knowledge	Students will take core knowledge from all assessment objectives and continue to apply and develop this through each project and design journey to arrive at a variety of different outcomes inspired by new starting points and research and investigation.
Key vocabulary	Creativity - flair - originality - research - investigation - analysis - recreation - idea generation - development - presentation - reflection - evaluation - colour - tone - pattern - layout - scale - assets - typography